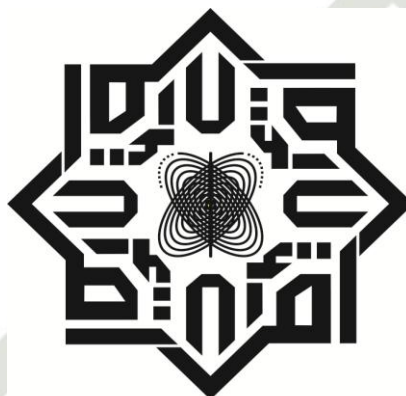


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**A STUDY OF STUDENTS' SPEAKING ANXIETY
IN LEARNING ENGLISH AT STATE SENIOR
HIGH SCHOOL 2 PEKANBARU**

Thesis

Submitted as Partial Fulfillment of the Requirements
for Undergraduate Degree in English Education
(S.Pd)



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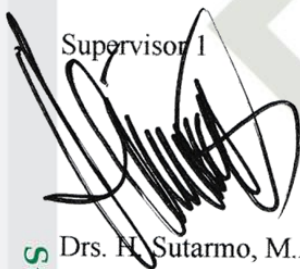
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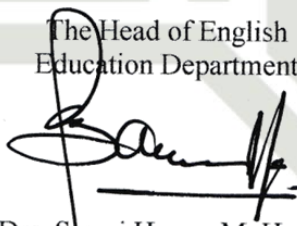
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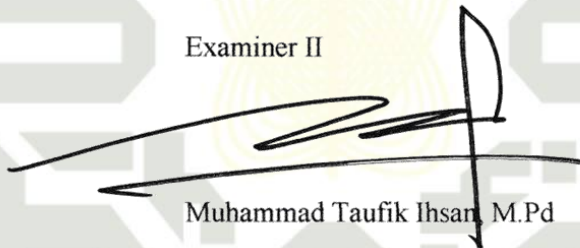
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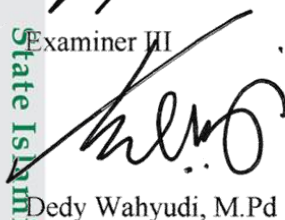
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Pekanbaru, December 17th, 2019

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ABSTRACT

Maysari, (2019): A Study of Students' Speaking Anxiety in Learning English at State Senior High School 2 Pekanbaru

Anxiety has been considered as one of the most important factor that influence students' performance, especially for students to speak in front of the classroom. This study investigated students' speaking anxiety and finds out what factors contribute to students' anxiety in learning English. The populations of this study are 180 of tenth grade students at state senior high school 2 Pekanbaru. 30 students were selected randomly to be participant in a survey using foreign language classroom anxiety scale questionnaire developed by Horwitz et al (1986) to measure students' category in speaking anxiety. In addition, to determine the factors that contribute to students' speaking anxiety using a questionnaire adopted from Horwitz et al (1986) and Worde (2003). The results of this study indicate that speaking anxiety is experienced by most students. Based on the questionnaire distributed, around 36.7% of students agreed to experience anxiety when speaking. Besides that, the writer found the factors that greatly contribute to students' speaking anxiety are methodology, pedagogical practice and the teacher itself.

Keywords: *speaking, speaking anxiety, factors of speaking anxiety*

ABSTRAK

Maysari, (2019): Studi Kecemasan Berbicara Siswa dalam Belajar Bahasa Inggris di SMA Negeri 2 Pekanbaru

Kecemasan telah dianggap sebagai salah satu faktor terpenting yang mempengaruhi kinerja siswa, terutama bagi siswa untuk berbicara di depan kelas. Penelitian ini menyelidiki kecemasan berbicara siswa dan mengetahui faktor-faktor apa yang berkontribusi terhadap kecemasan siswa dalam belajar bahasa Inggris. Populasi penelitian ini adalah 180 orang siswa kelas sepuluh di SMA Negeri 2 Pekanbaru. 30 orang siswa dipilih secara acak untuk menjadi peserta dalam survei menggunakan kuesioner skala kecemasan kelas bahasa asing yang dikembangkan oleh Horwitz et al (1986) untuk mengukur kategori siswa dalam kecemasan berbicara. Selain itu, untuk menentukan faktor-faktor yang berkontribusi terhadap kecemasan berbicara siswa menggunakan kuesioner yang diadopsi dari Horwitz et al (1986) dan Worde (2003). Hasil penelitian ini menunjukkan bahwa kecemasan berbicara dialami oleh sebagian besar siswa. Berdasarkan kuesioner yang dibagikan, sekitar 36,7% siswa setuju untuk mengalami kecemasan ketika berbicara. Selain itu, penulis menemukan faktor-faktor yang berkontribusi besar terhadap kecemasan berbicara siswa adalah metodologi, praktik pedagogis dan guru itu sendiri.

Kata kunci: Berbicara, Kecemasan berbicara, faktor kecemasan berbicara

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ملخص

مايساري، (٢٠١٩): دراسة عن قلق التلاميذ في التكلم في تعلم اللغة الإنجليزية بالمدرسة الثانوية الحكومية ٢ بكنبارو

يعتبر القلق أحد أهم العوامل التي تؤثر على أداء التلاميذ، خاصة بالنسبة للتلاميذ للتكلم أمام الفصل. يبحث هذا البحث في قلق التلاميذ في التكلم ويعرف العوامل التي تساهم في قلق التلاميذ في تعلم اللغة الإنجليزية. مجتمع هذا البحث ١٨٠ تلميذ في الصف العاشر بالمدرسة الثانوية الحكومية ٢ بكنبارو. تم اختيار ٣٠ تلميذا بشكل عشوائي ليشتركوا في الاستبيان باستخدام استبيان قلق لصفوف اللغة الأجنبية الذي تطويره بواسطة هورويتز إيت آل (١٩٨٦) لقياس نتيجة قلق التلاميذ في التكلم. وفضلا على ذلك، لتحديد العوامل التي تساهم في قلق التلاميذ في التكلم باستخدام استبيان الذي تبنيه من هورويتز إيت آل (١٩٨٦) ووردي (٢٠٠٣). تشير نتيجة هذا البحث إلى أن قلق التكلم يواجهه معظم التلاميذ. بناءً على الاستبيان الموزع، وافق حوالي ٣٦, ٧٪ من التلاميذ على الشعور بقلق التكلم. وفضلا على ذلك، وجدت الباحثة أن العوامل التي ساهمت بشكل كبير في قلق التلاميذ في التكلم هي المنهجية والممارسة التربوية والمعلم نفسه.

الكلمات الأساسية: التكلم، قلق التكلم، العوامل من قلق التكلم.

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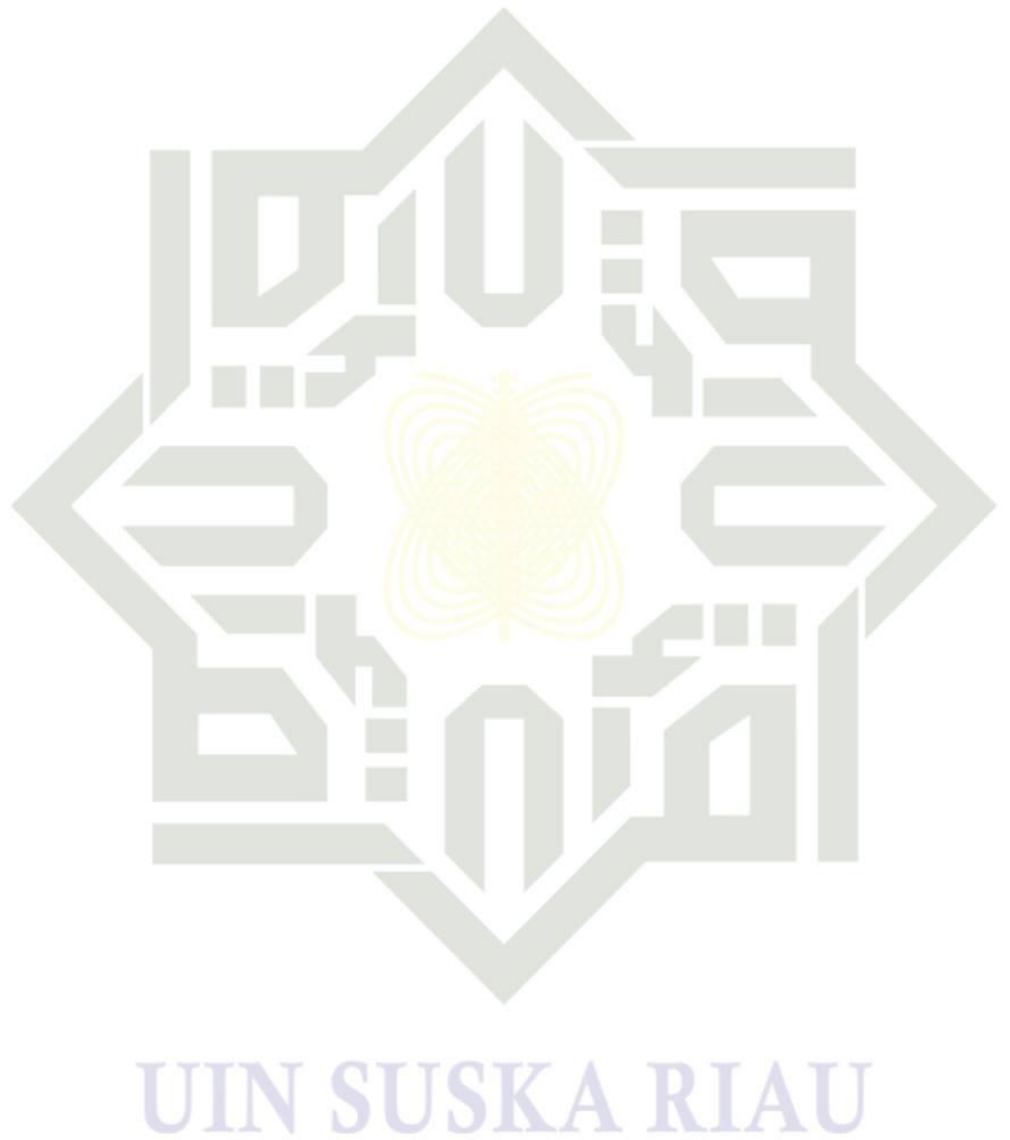
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CHAPTER I INTRODUCTION

A. Background of Problem

Learning English is not easy for several students because English is not language belong to our country. In Indonesia, English is foreign language. A foreign language is one that is learned in a place where the language is not typically used as the medium of ordinary communication (Oxford and Shearin 1994 in Wang, 2009). English usually used in the class and students almost used English as their daily language to communicate. In Indonesia, some of schools just use English when they learn English. Foreign language learners in disadvantage position because they are surrounded by their own native language and must search for stimulation in the target language (Backer and MacIntyre 2000 in Wang, 2009). The foreign language students typically receive input from the target language only in the classroom and they are lack of opportunities to practice the target language on a daily life.

Speaking is one of the four language skills learned by the students besides reading, listening and writing. It has an important role in communication. Speaking can be a tool to make students easier to convey ideas, information and feeling. Speaking can be a challenging task for many students because it needs interactions. The other skills can practice alone, but for speaking, the students cannot really speak alone. That is why the students should find somebody else to speak. Speaking is one way to communicate ideas and messages orally (Efrizal, 2012). To enable students to communicate, it needs to apply the language in real

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communication. To communicate, the students can use verbal and nonverbal language. In context of speaking, it will be easier if the students use verbal language or speaking orally. Speaking is a speech that has a purpose or intention to be recognized by the speaker and the recipient processes the statement to recognize their intention (Rickheit & Strohnner, 2008). In EFL class, most of the students improve their speaking abilities even though they usually do not speak in English. It happens because of many factors that make them uncomfortable to speak in their peers or public area. So, they just have opportunity in the classroom to improve their skill.

There are several factors that affect the students' speaking ability in learning English. Thornburry 2005 in Indrianty, 2016 states that, lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speak. Those factors are always found in the students. They always make reasons if the teacher asks to them. The problems of speaking anxiety don't only happen to beginner but also the university students who usually deal with English. The possibility that anxiety interferes with language learning has long interested scholars, language teachers, and language learners themselves (Horwitz, 2010).

The Encyclopedia Britannica 2008 ultimate reference suite provides the following definition for anxiety: "a feeling of dread, fear, or apprehension, often with no clear justification"(Amiri & Ghonsooly, 2015). Specifically, anxiety as "an unpleasant emotional state or condition that is characterized by subjective feeling of tension, apprehension, and worry, and by activation or arousal of the

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automatic nervous system” (Spielberger, 1983). It means that anxiety is the result of a negative reaction that arouse when learning English. The reaction also causes excessive fear and nervous effects. Learner’s emotional characteristics cannot be separated from his cognitive features. Therefore, the anxiety construct has been an outstanding focus of attention in foreign language learning research. The construct of anxiety plays an important affective role in second language acquisition (Brown, 2000).

State Senior High School 2 Pekanbaru is located at Nusa Indah Street. The researcher choose this school because easy in administration, and not researched yet about students’ speaking anxiety at this school. This school also required an English subject as a compulsory subject. English subject was programmed by using 2013 curriculum which required speaking as one of skills that must be taught. According to the recent curriculum, 2013 curriculum, students are expected to be able to express either transactional or interpersonal communication in a daily life context, for example expressing and responding to sympathy. This means that the curriculum objective of teaching speaking is to enable students to understand and to use the language appropriately.

The final goal of the 2013 curriculum is the development of communicative competence in English language. So the students are expected to use English in speaking. But in reality, some of students still have some problem in learning English, especially in speaking, such as:

1. Some of students have lack of enthusiasm
2. Some of students are afraid of making mistakes when they are speaking

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3. Students are shy to confine aspiration to require speak
4. Some of students have lack of response or participation
5. Some of the students are not confidence to convey their idea
6. Some students are not brave to speak
7. Some of students feel anxious and nervous when asked to speaking

Besides those practical research problems that the researcher finds from preliminary research, the researcher tries to find more evidence that can make the finding of problems stronger. According to Creswell (2012) research based research problem is the “problem” will be based on a need for further research because a gap exists or we need to extend the research into other areas. The writer adds research based research problem in order to make the problems that will be discussed is clear.

Some previous researches are related to students’ speaking anxiety, the result showed there were significant effect of anxiety and speaking performance (Park & Lee, 2005; Horwitz et al., 1986; Amiri & Ghonsooly, 2015; Khusnia, 2017; Macintyre & Gardner, 1994; Ebrahim, Azizifar, & Gowhary, 2014) The higher anxious the students were about speaking English, the lower scores they gained on their oral performance; The higher confident they were, the higher oral performance they showed. It means anxiety really effect on students’ performance in speaking.

Anxiety has been considered as one of the most important affective factors that influence second language learning (Na in Lucas, Miraflores, & Go, 2011). The fact of anxiety is an important as affective factor that influence in learners’

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learning a foreign language. Horwitz et al., (1986) believed that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and makes individual appear less fluent than they really are. EFL students are afraid to speak in English because they are afraid to make mistakes and thought they are less competent than others (Horwitz et al., 1986). This situation is common for English beginners, especially for the students of junior and senior high school.

Besides that, according to Marcos-Llinas & Garau, (2009) some level of anxiety might not have a negative effect. The fact that students who show high anxiety do not mean that their performance is low. Anxiety might be useful to motivate students to learn and do very well.

To sum up, anxiety does affect the students' speaking. Anxiety does not always have a negative impact, depending on how students face that anxiety. There are many factors that contribute to the students speaking anxiety. some factors that influence students in learning English like have low motivation, lack of self-confidence and feeling anxiety (Tuan & Mai, 2015). Some of the factors above have been studied by many researchers. However, there was lack of research on anxiety especially in State Senior High School 2 Pekanbaru. Thus, the writer was interested in studying the students' speaking anxiety and factors that influence students' speaking anxiety into a research entitled **"A Study of Students' Speaking Anxiety in Learning English at State Senior High School 2 Pekanbaru"**.

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Problem of the Research

1. Identification of the Problem

The identification of the problems is as follows:

- a. How was students' speaking anxiety?
- b. What factors made students afraid and feel nervous when they are speaking?
- c. What factors made students have lack enthusiasm in speaking?
- d. What factors made students feel shy when they speak?
- e. What factors made students are not brave to speak?
- f. What factors made students unconfident to convey their ideas?
- g. What factors made students not enjoy in learning English?
- h. What factors made students feel anxious in learning English?

2. Limitation of the Problem

In line with identification of the problems stated above, thus the researcher limited the problems of this research. Thus it focused on students' speaking anxiety in the first year students at State Senior High School 2 Pekanbaru. So, the writer want to know the students' speaking anxiety and factors that made students' have anxiety in speaking in learning English.

3. Formulation of the Problem

Based on the limitation of the problem, it was very clear that some of the students at first year student at State Senior High School 2 Pekanbaru have some problems that make them anxiety in speaking

English. The research questions are formulated in the following questions:

- a. How was students' speaking anxiety in learning English at the first grade of State Senior High School 2 Pekanbaru?
- b. What factors made students have speaking anxiety in learning English at the first grade of State Senior High School 2 Pekanbaru?

C. Objectives and Significance of the Research

1. Objectives of the Research

- a. To find out the students' speaking anxiety in learning English at the first grade of State Senior High School 2 Pekanbaru.
- b. To find out the factors that make the students have speaking anxiety in learning English at the first grade of State Senior High School 2 Pekanbaru.

2. Significance of the Research

- a. Hopefully, this research is able to benefit as a novice writer, especially in learning how to conduct the research.
- b. These research findings are also hoped to be useful and valuable for students and teachers of English at State Senior High school 2 Pekanbaru to be consideration for their future teaching learning English process, especially in speaking class.

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- c. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign and second language.
- d. Finally, these research findings are also expected to be practical and theoretical information to development of the theorist on language teaching.

D. Reasons for Choosing the Title

There are some reasons why the writer was interested in carrying out this research. The reasons are as follows:

1. The title of this research was relevant with the writer's status as a student of English Education Department.
2. The title of this research was not investigated yet by the other previous researchers
3. The location of the research facilitated the writer in conducting the research.
4. The time of the research facilitated the writer in conducting the research.

E. Definition of the Term

In order to avoid misunderstanding about the topic of the research, it is necessary for the writer to define the following terms:

1. Speaking

Speaking is one of the communication skills in English which has closely relationship with listening in pragmatic view of language performance (Brown 2003 cited in Mitha, Amri, & Narius, 2018). In

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learning English between speaking and listening cannot separate. Because English is integrate one to each other. Speaking is one of productive skills, which is the ability in using language orally through sound to present information, to produce ideas, and to express meaning for interacting with another member of community (Wahyudi, 2017). Speaking is oral communication. It means produce sound to deliver our though. Practice English in the class is not enough. To make the students fluent in speaking, they need always practice in their daily activity. In this research speaking is oral communication or oral presentation. Students are required to deliver their though in front of the class.

2. Anxiety

Anxiety is related to self-focused, negative and anxious cognition during interaction (Khusnia, 2017). Anxiety is defined by Scovel (1978 in Amiri & Ghonsooly, 2015) as “apprehension, a vague fear that is only indirectly associated with an object. Anxiety is a feeling of fear and worry about someone about the situation because they are not sure with what the results are. When someone is unsure about what will happen in the future, they become anxious. Horwitz et al., (1986) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. This anxiety is caused by the work of the nervous system in situations that are considered tense. Thus, it makes students nervous and scared. In this

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case, anxiety is students' feeling of nervous, worry, and fear about uncomfortable or stressful situation.

3. Speaking Anxiety

Specifically language anxiety can be defined as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning (Macintyre & Gardner, 1994 and Ebrahim, Azizifar, & Gowhary 2014). Abramson in Witt (2011 in Mitha et al., 2018) stated that speaking anxiety hold because of previous negative experiences and/or perceived lack of control over external circumstances; it means that speaking anxiety can be caused by bad experiences that can make students lose control of them. Some depressed individuals feel that whatever they attempt to do in the future will be futile. In this research, speaking anxiety is students' feeling of anxiety when speak in front of the class.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Theoretical Framework

1. Definition of Anxiety

According to Lynn et al., (2002) anxiety means feeling worried and nervous and it is a normal human reaction to stressful situations or even new situations. A new situation or stressful situation will cause a different reaction from each person. The people usually will feel anxious or uncomfortable at that time. Mitha, Amri, & Narius, (2018) and Shiri, Akhavan, & Geramian, (2012) stated that anxiety is generally a response to a threat or danger now or in the future. In general, living humans will give a response in any form. The response that arises from the perception of a threat will be different to each person.

Wiedemann (2015) stated anxiety is defined by subjective, behavioral, and physiological characteristics. According to him anxiety involves the experience of dread and apprehensiveness, and the physiological reactions of anxiety usually include trembling, sweating, elevated heart rate and blood pressure, and increases in muscle tone. In line with Lynn et al., (2002) they also stated that anxiety is made up of three separate components: physiological symptoms (e.g., sweaty palms, racing heart, stomach aches or butterflies), behavioral symptoms (e.g., avoidance or refusal to participate in things) and cognitions or thoughts (e.g., “If I stay overnight, I’m afraid I’ll wet the bed and everyone will laugh at me”).

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Shiri, Akhavan, & Geramian (2012) also stated virtually anything can trigger fear. However, events or situations that elicit anxiety tend to fall into one of six categories:

- a. Fear of failure: it is a conditioned response from a past experience wherein one's performance did not meet one's own expectations.
- b. Fear of rejection: Anxious feelings of not meeting the expectations of others.
- c. Fear of the unknown: Anxious feelings about uncertainty and future events.
- d. Fear of death: Anxious feelings about death and the dying process.
- e. Fear of isolation: Anxious feelings of being left alone.
- f. Fear of the loss of self-dominance: Anxious feelings of losing control of life.

Anxiety, on the other hand could be defined as a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations (Mesri, 2012). In line with the six categories that can trigger student anxiety in number one, fear of failure. In the view point of Reber (1995 cited in Ali et al., 2013), anxiety is an emotional state in unpleasant conditions without a specific object. When using mother tongue in general speaking is the most often done in everyday life. But if it relates to a foreign language or a language that is rarely found in everyday conversation, it will certainly make it awkward. People in general will be

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unhappy when faced with something that makes them uncomfortable, especially if they have a bad experience with it.

Based on the explanation above it can be stated that, anxiety is feeling of fear, worry, nervous and discomfort with stressful or frightening situation. This feeling indicated by trembling, sweating, and elevate heart rate. This is a negative reaction of perception about something that unpredictable and out of control. It can be a reaction from negative experience of the same situation.

2. Speaking Anxiety

English is the major language that officially use for international and professional organizations. Most of country use English as their second language. As an international language it makes English become an obligation to learn. In Indonesia, English is one of the skills that must be possessed in the world of work and one of the compulsory subjects that must be mastered by students. Almost every people want to learn English. However, for many students there is a fear of appearing in a second language or a foreign language, this is a phenomenon known as language anxiety (foreign or second) which can hinder performance and achievement.

A study by Horwitz (1986) became the starting point for the term “foreign language anxiety,” or “language anxiety.” In the language classroom, there are learners who suffer from negative language anxiety (Marcos-Llinas & Garau, 2009). Foreign language anxiety or language anxiety is a phenomenon that has been studied frequently since decades ago.

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foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986). Foreign language anxiety associated with self-perception, beliefs, feeling and behavior. If students are faced with something new and unfamiliar will lead to different self-perceptions, beliefs, feelings, and behaviors related to classroom learning.

Specifically language anxiety can be defined as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning (Macintyre & Gardner, 1994 and Ebrahim, Azizifar, & Gowhary 2014). Based on the definition above, Speaking anxiety is the students' feeling tension and apprehension when ask for speak.

Williams and Andrade (2008 in Sadiq, 2017) found that asking questions by EFL or ESL teachers' in classrooms make students anxious. This can be because the student doesn't know the answer or doesn't know how to answer it. According to Elkhafaifi (in Sadiq, 2017), anxious students tend to avoid voluntary answers and participation in oral activities and avoid speaking in classroom. It can be caused by ignorance of other students, or actually they know the answer but cannot express and convey the ideas. So that, they choose to be silent and to ignore the questions asked.

According to Leong & Ahmadi, (2017) speaking anxiety can come from classroom conditions with different abilities from language learners.

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Students are divided into two groups: the strong and the weak. Strong students often dominate the slow or the weak. Weak students usually don't want to speak in front of strong ones that lead to their silence during all class activities.

Speaking anxiety is very common for senior high school students, universities students and also the general population. It is a feeling of panic associated with physical sensations that are all too painfully familiar to those affected such as increased heart and breathing rates, increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area (Amini et al., 2013).

Horwitz et al., (1986) defines three components of speaking anxiety as follows: the fear of negative evaluation, communication apprehension and test anxiety.

- a. Fear of negative evaluation consists of the feelings of apprehension related to other people's evaluations, refraining from the situations that need evaluation and false perception that they will always be evaluated in a negative way. Foreign language learners often experience this fear as they are evaluated both by their teachers and by their peers.
- b. Communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people. It derives from the personal knowledge that one will almost certainly have difficulty understanding others. Communication apprehension occurs when

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learners have immature communication skills although they have mature ideas and thoughts.

- c. Test anxiety is an apprehension over academic evaluation. It is a fear of failing in test situation and an unpleasant experience held consciously or unconsciously by learners. It is a type of anxiety concerning apprehension over academic evaluation arising from a fear of failure.

From the definitions above, it can conclude that speaking anxiety is the specific term of language anxiety. In this context students' speaking performance in classroom. Speaking anxiety is feeling of tension and apprehension when speak in front of class. It is associated with self-perception, beliefs, feeling and behavior.

3. Students' Speaking Anxiety

According to (Shiri et al., 2012) anxiety disorders is among the most common of all mental disorders and brief anxiety caused by a stressful event (such as speaking in public). From this definition it is clear that speaking in public can cause anxiety. Speak in first language can make some people feel anxiety. It is normal for the people feel anxiety when speak in second language or foreign language.

Students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language (Horwitz et al., 1986). Horwitz et al., also admitted that individuals who feel they are competent in their mother tongue can feel degraded when they are required to speak in their second language. In addition, individuals who learn a foreign language

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usually believe their self-perception will be under attack in their foreign language learning setting.

Speaking is a part of communication which has some factors. One of the factors contains of psychological is an affective factor. Tuan & Mai, (2015) sated having low motivation, lack of self-confidence and feeling anxiety are included in affective factors. Speaking anxiety can appear because the students feeling or perception. Whatever they attempt to do in the future will be futile. This is what some previous researchers said above. It can also be caused by something that suddenly happens beyond the control of the student. Like students who memorize the answers to a question, but suddenly the questions that asked are not as expected by students in learning English. Anxiety in the language learning situation has often been considered as a “situation-specific” anxiety, which occurs in a particular type of situation (Hewitt & Stephenson, 2011).

Based on the definitions above, it can conclude that students' speaking anxiety is students' feeling of anxiety that appear when they speak in public or in classroom. The students believe that anxiety is a major obstacle in learning English, specifically in speaking. It can be cause of psychological factor like affective factors.

4. Students' Speaking Anxiety in Learning English

In learning English, there are many things that must be learned. They are listening, speaking, writing and reading. To be able to master it all are need processes and it is not instantaneous. The learning process can be



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obtained from anywhere, not always in the classroom. That is why the environmental is a supporting factor in mastering encouraging learning, like interact with people around. Learning English can also from books, listening to music or watching movies that support English. In learning, there are not always same between theory and practice. Several people can be good in terms of theory but not in practice and vice versa.

There are many obstacles that hinder the fluency of English language skills, like when the students are asked to speak in English. The fear often arises in them. That will destroy their performance. This feeling of fear is called language anxiety or specifically speaking anxiety. This anxiety can trigger other negative things. In this point, the writer will discuss about speaking itself, the type of anxiety, and the factors that cause anxiety in speaking English.

a. Speaking in Learning English

In *Oxford Advanced Learner's Dictionary*, speak means to talk to somebody about something; to have a conversation with somebody; to use your voice to say something. Speaking is one of productive skills, which is the ability in using language orally through sound to present information, to produce ideas, and to express meaning for interacting with another member of community (Wahyudi, 2017). From these definitions, the writers concludes speaking as an activity that humans use to express thoughts, feelings, opinions, and to exchange information. Therefore, as a communication tool, it is necessary for people to have

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good speaking skills. Most speaking involves interaction with one or more participants. This means that effective speaking also involves listening skills, understanding of how other participants feeling, and knowledge of how linguistically turns to do conversation.

However, speaking as a productive skill, seems intuitively the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes (Khamkhien, 2010). Speaking can also be called spontaneity. In speaking it is natural if you make a mistake. Sometimes the mouth works faster than the brain. Long and Jack (1987) stated that speaking is a complex set of abilities that involves many components; including pronunciation, listening, and grammar skills (cited in Wahyudi, 2017). Based on what Long and Jack said, it is clear that speaking has relationship with other components of English, such as pronunciation, listening skill, and grammar. In speaking, the students should reduce thinking things that will prevent them from talking. It will only make them afraid to talk. They will master the component-component of speaking as they practice a lot.

In other definition, Hornby (1985 cited in Afisa, 2015) stated speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. Based on the overall

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explanation above, it can be concluded that speaking is an oral and productive skill which produce utterances by the speaker's sound to deliver the messages, ideas, thoughts, feelings, etc., in the communication process to the listener.

1) The Component of Speaking

According to Vanderkevent (1990) stated that there are three components in speaking (in Ula, 2016). These components are comprised of:

a) The Speaker

Speaker is a person who creates the utterances or sounds of words. When the speaker starts to speak, they immediately deliver their messages to the hearer. There will be no feeling or expression being stated if there is no speaker.

b) The Listener

Listener is a person who accept the message or meaning from the speaker. The speakers will express their thought in written form if there are no direct interlocutors.

c) The Utterances

Utterances are words or sentences. Speakers will produce utterances when they want to make a statement or express their opinion. The speakers and the listener will use sign, if there are no utterances produced by the speaker.

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According to Brown, (2004) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

According to Cambridge dictionary, comprehension is the ability to understand completely and be familiar with a situation, facts, etc. For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently, English learners will not be able to speak English or write English properly.

d) Pronunciation

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Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e) Fluency

According to Hedge (2000, cited in Leong & Ahmadi, 2017) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. Fluency is the ability to speak and understand English easily, quickly and precisely.

b. Types of Anxiety

Spielberger (1983) divided anxiety into two categories: state anxiety and trait anxiety. The trait anxiety is described as the individual's capability to perceive different situations from the environment like danger and threat. On the other hand, state anxiety is described as the perception of individual's emotional situation.

State anxiety is type of anxiety that refers more to how someone feels when they feel a threat or danger and this anxiety is considered temporary. A person with state anxiety shows anxiety only under particular circumstances, such as before an exam. Besides, trait anxiety,

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this is usually felt as a feeling of people in typical situations experienced by everyone every day.

According to Ellis (1994 cited in Indrianty, 2016).), anxiety can be divided into three types. Namely: *trait anxiety*, *state anxiety* and *situation-specific anxiety*. *Trait anxiety* is a more permanent predisposition to be anxious". It is best viewed as an aspect of personality. State anxiety is nervousness or tension at the particular moment in response to some outside stimulus. It occurs because learners are exposed to a particular situation or event that is stressful to them. And situation-specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context. Thus, language anxiety can be included in situation specific anxiety.

c. Factors of Speaking Anxiety in Learning English

According to Worde, (2003) there many factors of speaking anxiety, such as speaking activities, negative classroom experience, methodology, and pedagogical practices and the teachers themselves. And the most frequently cited anxiety-generating factors are, speaking activities, and pedagogical and instructional practice. Speaking anxiety can be an uncomfortable for someone in conveying the idea of using English with limited ability, in the sense of limiting themselves. As if they are asked to speak using a language that they are not able to, then it will lead to limited ability to convey, for example, such as limited vocabulary. Lack of vocabulary can make it difficult for students to

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understand the language and convey the language itself, and become an obstacle for them to express themselves in English. It can be said that the lack of vocabulary is the main cause of student anxiety in speaking in English classes.

In learning English, language learners not only learn new language but also perform with the language. Most students don't like to talk because they will be the main focus. The students are afraid to make mistakes and be laughed at, which make them anxious when speak English. Students who have low self-confidence will often be worried when ask to speak. They usually think more about their friends' opinions than respect their own efforts. Also in learning, something new requires a suitable strategy and technique and also the way the teacher creates a classroom atmosphere and appreciates the students. Whatever the technique use will influence students, and also the way the teacher use to appreciate the students. The example, teacher teaches to fast and keep going on. Not all of students can follow the lesson, and teacher just ignores the students who cannot follow it. For other example, when teacher say bad, not good, idiot to appreciate the students' performance. This is not good to teach students about something new for them. So the teacher should find the best technique to teach.

According to Horwitz et al., (1986) Certain beliefs about language learning also contribute to the student's tension and frustration in the classroom. Students believe that communicating using English must be

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fluent and not make any mistakes. Even though smart students sometimes make mistakes and not often also forget the words and occasional guesses.

From the description above, the writer conclude five factors contribute to speaking anxiety. They are classroom activities, negative classroom experience, methodology, pedagogical practice and teacher themselves, and belief of language learning.

B. Relevant Research

A substantial amount of research has been conducted in this area and suggests that anxiety is an important factor in second language acquisition (Na, 2007; Wei, 2007 in Wu, 2011). Anxiety is a complicated phenomenon. So the problem of anxiety in second language learning has become the concern of many educators and researchers for many years. In fact, there are several studies conducted by several researchers that are relevant to this study.

The first, a research from Horwitz et al., (1986) about foreign language classroom anxiety. This research conducted to examine the scope and severity of foreign language anxiety. The samples of this research were seventy-five university students (thirty-nine males and thirty-six females ranging in age from eighteen to twenty-seven) from four intact introductory Spanish classes. The FLCAS was administered to the students during their scheduled language class the third week of the semester. The findings of this research indicate that foreign language anxiety is experienced by many students in responding to at least some aspects of learn English. The majority of statements reflecting foreign language

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anxiety (nineteen out of thirty-three items) are supported by a third or more of the students surveyed, and seven statements are supported by more than half the students. The rest experienced severe reactions to foreign language learning, this result (considered based on the number of students stating the need for student language support groups) implies that anxious students are common in foreign languages class (at least in the beginning class at the university level).

The second, a research from Mitha, Amri, & Narius, (2018) from State University of Padang. This research was conducted to find out the type and the level of speaking anxiety faced by the forth semester students of English Education Study Program of English Department of Universitas Negeri Padang. This descriptive research used a quantitative descriptive method. The research instruments are questionnaire and interview. The questionnaire used in this research is adapted from the Foreign Language Anxiety Scale (FLCAS) designed by Horwitz. It consists of 33 statements which have three categories as well as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer. Based on the research analysis, it was found that the level of students' speaking anxiety is in the middle level with the percentage was 82%. The types faced by the respondents were in the fear of speaking test (44%), communication apprehension (34%), and feedback by peers and lecturer (22%). The dominant type of speaking anxiety was fear of speaking test.

The third, a research from Sadiq (2017) from College of Education Princess Norah University, Saudi Arabia entitled Anxiety in English Language Learning: A Case Study of English language Learners in Saudi Arabia. This research focus

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on the level of language anxiety among EFL students and significant relation between the level of language anxiety and the following variables: (a) year in the specific program, and (b) students age. A quantitative research method used to this research. To collect the data the researcher use instrument foreign language anxiety classroom anxiety scale. The scores of language anxiety were divided into three levels: namely low mean score, moderate mean score and high mean score. The finding in this research is EFL students experience moderate level of anxiety. Besides this, the findings also indicate no significant difference of anxiety level with respect to year of the specific program. However, the findings indicate that there is a meaningful difference in the level of language anxiety in terms of age variable.

The fourth, a research from Indrianty, (2016) entitled Students' Anxiety In Speaking English (A Case Study In One Hotel And Tourism College In Bandung). This study investigated students' anxiety in speaking English in one Hotel and Tourism College in Bandung. This study examined types of anxiety, and source anxiety. This study was implementing characteristic of a case study. The data were obtained through observation of class interaction and interview. The data were analyzed descriptively and interpreted to answer the research question. The study revealed two findings related to research questions. First, two types of anxiety were evidenced, i.e. trait anxiety and state/situational anxiety. Second, the students' anxiety in English speaking class was derived from three main sources of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation. Moreover, as the interview data revealed, lack of

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vocabularies and lack of preparation have also contributed to students' anxiety in speaking. These findings suggest that the teacher should be more aware of students' anxiety in order to arouse students' motivation to speak up confidently and fluently in an English speaking class.

The fifth, a research from Nur Lina Amalia Huda. The research conducted in 2018 with title "**Speaking Anxiety in The Presentation of EFL Students**" in English Department of UIN Walisongo Semarang. The subjects of the study are freshmen in English Department, whose 1C Class. The purpose of this study was to investigate speaking anxiety of English Department Students in UIN Walisongo during presentation. Specifically, the researcher attempt to identify what are the factors that may contribute to anxiety in English learning environment based on students' perspective. The result of the research showed that anxiety was exist in freshmen of UIN Walisongo Semarang in specifically in 1C of English department. And she found the result of factors that contribute to students' speaking anxiety during presentation are overthinking, lacks of preparation, bad experience, low proficiency, low self-confidence, afraid of making mistakes, and test.

The sixth, a research from Dionisia Stella Ayu Saputri, The research was conducted in 2017 by entitled "**Students' Speaking Anxiety in the Impromptu Speech Performance in Speaking I Class Batch 2017**". This study conducted at Sanata Dharma University. The subjects of this research are the students of speaking 1 class B of ELESP batch 2017 of Sanata Dharma University. The aim of this research was to find the types and the factors affecting speaking anxiety

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experienced by the first semester students of batch 2017 in performing impromptu speech in speaking 1 class. The method of this research was qualitative research. The result of this research showed that speaking anxiety appeared during the Impromptu Speech performance. The most experienced type of speaking anxiety in the Impromptu Speech activity was a fear of negative evaluation followed by communicative apprehension and test anxiety. Those types of speaking anxiety are affected by four factors, namely cognitive factors, psychological factors, social factors and physical factors.

To sum up, all of those relevant researches are related to the research that conducted by the writer. The writer investigated about students' speaking anxiety in learning English which the relevant researches are related to the problem that investigated by the writer. The writer will investigate about the students' speaking anxiety and the factors contribute to the students' speaking anxiety.

C. Operational Concept

Operational concept is the concept used to give the explanation about the theoretical framework and to avoid misunderstanding toward the research. There are one variable used in this research. The variable refers students' speaking anxiety. To measure the main focus, the researcher are able to identify in some component or inidicator of speaking anxiety and factors that contribute to speaking anxiety as follow:

1. Speaking Anxiety

Horwitz et al., (1986) stated 3 components of speaking anxiety are communication apprehension, fear of negative evaluation and test anxiety.

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From the 3 components above, the writer defined the indicators of students' speaking anxiety as follows:

- a. Students have lack of response or participation
- b. Students are shy to confine aspiration to require speak
- c. Students have lack of enthusiasm
- d. Students are nervous when speak with their friends
- e. Students are nervous when speak with the teacher
- f. Students are nervous to speak in front of class
- g. Students are not brave to speak

2. Possible Factors Contribute Students' Speaking Anxiety

According to Horwitz et al., (1986) and Worde, (2003) there are 5 factors contribute students' speaking anxiety, such as:

- a. Classroom activities; speaking activities
- b. Negative classroom experience; fear of negative evaluation
- c. Belief of language learning
- d. Methodology, and
- e. Pedagogical practice and teacher themselves.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The methodology of this research was descriptive quantitative research. Descriptive research uses instruments such as questionnaires to gather information from groups of individuals (Ary, Jacobs, Sorensen, & Razavieh, 2010). They also stated that in descriptive research permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issue.

According to Creswell, (2009) descriptive research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. Descriptive research is concerned with how *what is* or *what exists* is related to some preceding event that has influenced or affected a present condition or event (Best in Cohen, Manion, & Morrison, 2000). The major purpose of descriptive research is description of the state of affairs as it exists at present (Khotari, 2004). As it is known, the descriptive approach aims to determine the condition of interest. Survey models stand for research approaches that aim to define past or existing situations.

Based on the explanation above, descriptive research design was suitable to find out the phenomena on students' speaking anxiety. Besides, in this research just have one variable. The variable was students' speaking anxiety.

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B. Time and Location of the Research

This research has been conducted at State Senior High School 2 Pekanbaru on 5-20 august, 2019.

C. Subject and Object of the Research

The subject of this research was the tenth grade students of State Senior High School 2 Pekanbaru, and the object of this research was the students' Speaking anxiety.

D. Population and Sample of the Research

According to Creswell, (2012) the population is the group of individuals having one characteristic that distinguishes them from other groups. Descriptive researchers typically select and study a sample from a population and generalize results from the sample to the population (Creswell, 2012a). Survey data are collected from a number of individual units of analysis to describe those units; these descriptions are then summarized to describe the population that the units of analysis represent (Fraenkel & Wallen, 2009). The subjects to be surveyed should be selected (randomly, if possible) from the population of interest (Fraenkel & Wallen, 2009).

The population of this research was the tenth grade students of State Senior High School 2 Pekanbaru. The population of this research has been five classes. The total numbers of population are 180 students. And the samples are 30 students.

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Table III.1
The Total Population of the First Grade Students
Of State Senior High School 2 Pekanbaru

No.	Classes	Population	Samples
1.	X MIPA 1	36	6
2.	X MIPA 2	36	6
3.	X MIPA 3	36	6
4.	X MIPA 4	36	6
5.	X MIPA 5	36	6
TOTAL		180	30

According to Creswell, (2012) the sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. In descriptive research, it is important to select as large a sample as possible so that the sample will exhibit similar characteristics to the target population (Creswell, 2012a). He also stated, in descriptive studies, it is sometimes difficult to obtain a good list of the target population.

In this research the researcher used simple random sampling to take the samples. The most rigorous form of sampling is to use random sampling by employing a procedure such as using a random numbers table (Creswell, 2012a). In this process, the researcher selects a sample representative of the population so that claims or inferences can be drawn from the sample to the population.

The researcher took 6 students from 36 students in each class at tenth grade or 17% from total number of students in the class. Borg and Gall (1979) suggest that descriptive research should have no fewer than twenty-fifty (20-50) in each minor subgroup (cited in Cohen, Manion, & Morrison, 2007). Thus, the researcher decided to take randomly 30 students from the total of 180 tenth grade students as the sample by using lottery technique.

Here are the steps to take the sample:

1. The researcher wrote the number on the pieces of paper
2. The number based on the attendance
3. The researcher rolled them and put them into a bottle.
4. The researcher shook it, and took out rolled of paper.
5. The first six number fall out are the sample

E. Technique of Collecting Data

According to Creswell (2012) descriptive researchers typically collect data using questionnaires. A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information. The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson and McLean 1994 in Cohen et al, 2007).

1. Questionnaire

The instrument for this research is questionnaire. Questionnaire is a technique of collecting data by providing a set of questions or written statements to respondents. This is used to determine students' speaking anxiety. This questionnaire explains several questions for respondents who are faced with speaking anxiety. This questionnaire deals with the

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opinions of respondents in responding to the following options based on the likert scale:

Table III.2
The Response of Questionnaire
Using Likert Scale

Categories	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

In this research, the writer used questionnaire to collect the data from students' speaking anxiety. And the questionnaire that the writer used was Foreign Language Classroom Anxiety Scale (FLCAS). It was adapted from Horwitz et al., (1986) the theory of assessing students' anxiety about the target language learning. Foreign language classroom anxiety scale in this study refers to students' score obtained from the questionnaire concerning the students feel about anxiety in learning foreign language, which covers communication apprehensive, fear of negative evaluation, and test anxiety.

The questionnaire consists of 33 items about anxiety and in this case it concerns about students anxiety when students are faced by speaking. The 33-item FLCAS uses 5-point Likert scale ranging from —strongly disagree (1 point) to strongly agree (5 points). The questionnaire consisted of several questions indicating students' anxiety and it has been analyzed. From 33 questionnaires, consist of 24 negative questions and 9 positive questions. Anxiety is one of students' negative

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attitudes toward English, so to make judgments easier, the writer changed 9 positive statements into negative without change the meaning of question. The total of score was interpreted into category based on the scale of anxiety.

To collect the data about factors that influence students' anxiety in speaking English, the researcher also used a questionnaire. The questionnaires that the researcher used was arranged based on aspects or factors that influence students in speaking anxiety according to Horwitz et al., (1986) and Worde, (2003). This questionnaire amounted to 15 questions developed from 5 indicators.

The questionnaire 1 and 2 are made separately but still in one paper. Questionnaire of students' anxiety were 33 questions and there were 15 questions to factors contribute to students' speaking anxiety. So the totals of questions were 48 in one questionnaire. To save the time, so the researcher not spread the questionnaire. This questionnaire was made in Indonesian. Before distributed to the students, the researchers showed this questionnaire to the English language teacher who was responsible for the English class first. Then the teacher asks that the questionnaire be made in Indonesian, so that students can easily understand the purpose of the question. So that the questionnaire given students in Indonesian.

The researcher explained the procedure for filling out the questionnaire to students first, after that giving students time to ask

questions that were not understood from the questionnaire. After that they were given 15 minutes to answer all the questions. The researcher only gave 15 minutes because the time given by the teacher was also limited.

For more details, the blue print of students' speaking anxiety questionnaires is presented in the following tables:

Table III.3
The Indicators of Students' Speaking Anxiety

No	Indicators	Sub-indicators	Number of Statements	Total
1	Test Anxiety	1. The students worry to make mistake 2. The students feel not enjoy in test 3. The students afraid if fail English class 4. The students feel more confuse if they study for test 5. The students feel English class make them more nervous than other class 6. The students feel not enjoy in English class	2, 8, 10, 21, 26, 28	6
2	Communication Apprehensive	1. The students have low self-confident 2. The students feel fear if don't understand with what the teacher say 3. The students feel bother to take more English class 4. The students feel not focus in English class 5. The students feel don't care about English classes 6. The students feel nervous and forget all 7. The students feel embarrasses to answer the question 8. The students feel nervous to speak with native 9. The students feel upset if don't understand with what the teacher correction 10. The students feel anxiety for English class 11. The students feel like want to pass English class 12. The students have low self-confident 13. The students feel heart pounding when the teacher call 14. The students feel the pressure to prepare well for language classes. 15. The students feel not enjoy to speak to the other 16. The students worry will be left behind from other students 17. The students feel nervous and confuse to speak 18. The students feel nervous if don't understand with what the teacher say 19. The students feel there are many rules in learning English 20. The students feel not enjoy around native 21. The students feel nervous if teacher ask the question that not ask yet	1, 4, 5, 6, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 24, 25, 27, 29, 30, 32, 33	21
3	Fear of Negative Evaluation	1. The students feel tremble 2. The students think their friend better than their 3. The students feel panic if they have no preparation before 4. The students feel afraid if teacher ready to correct their mistake 5. The students feel the other students have better speaking than their 6. The students feel fear if other student will laugh at them	3, 7, 9, 19, 23, 31	6
Total				33

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Here the details of indicators of factors contribute to the students speaking anxiety. The blue print of questionnaires is presented in the following tables:

Table III.4
The Indicators of Factors Contributing Students' Speaking Anxiety

Aspect	Indicators	Sub-Indicators	Number Item	Total
From students	Classroom activities; speaking activities	1. The teacher ask to speak in front of class 2. Lack of preparation 3. Lack of vocabulary	1, 13, 15	3
	Negative classroom experience; fear of negative evaluation	1. Worried about grammatical mistake 2. Worried about pronunciation 3. Fear of negative evaluation by teacher and peers.	8, 9, 12	3
	Belief of language learning	1. The language is difficult 2. Should perfect while speaking 3. Feel other students are better	5, 6, 11	3
From teacher	Methodology	1. Threatening act; hard correction 2. Unclear explanation 3. Explain mostly in English	2, 3, 7	3
	Pedagogical practice and teachers themselves	1. Unannounced test 2. Threatening attitude 3. Ignore by the teacher	4, 10, 14	3
Total				15

2. Validity and reliability of questionnaire

According to Brown (2004), validity of the test is the test measure according to its purpose. There are five kinds of validity, they are content validity, criterion validity, construct validity, consequential validity and face validity. In this research, the researcher uses construct validity. Construct validity is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perceptions (Brown, 2004).

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Construct validity is used to measure the questionnaire about students' speaking anxiety and factors contribute to the students' speaking anxiety.

The researcher used instrument of foreign language anxiety classroom scale. This instrument has been used by many researchers. Based on reliability and validity tests by Horwitz et al., (1986) the results is the scale has demonstrated internal reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item-total scale correlations. Test- retest reliability over eight weeks yielded an $r = .83$ ($p < .001$), the item questionnaire also valid to foreign language anxiety.

According to Creswell, (2012) reliability means score from an instrument are stable and consistent. It is clear that reliability is to measure to consistency and the quality of the questionnaire score. To know whether the questionnaire is reliable or not, there is the table that categories of reliability test used in determining the level of reliability of the test.

Table III.5
The level of acceptable reliability

Reliability	Validity
>0.90	Very high
0.80-0.90	High
0.70-0.79	Reliable
0.60-0.69	Marginally/minimally
<0.60	Unacceptably low

(Cohen et al., 2007)

In the previous research, it was obtained alpha coefficient 0.93 and all total items were significantly correlated. The value was higher than standard Cronbach's alpha or standard acceptable reliability which is 0.60. Therefore, it can be concluded the questionnaire was reliable and valid.

F. Technique of Data Analysis

This study is descriptive study. The data for this research was collected through questionnaire. In surveys do not require complex statistical analysis. Data analysis may simply consist of determining the frequencies and percentages of responses for the questions of the study (Ary et al., 2010). To know the percentage and average, the data calculate into table percentage and average value use the formula:

$$P = \frac{f}{N} \times 100 \%$$

P (percentage), f (frequency), N (number of sample).

And the formula of average value;

$$Mx = \frac{X_{min}}{X_{max}} \times 100 \%$$

Mx (mean/average), Xmin/max (total scores minimal/maximal).

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BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

This research conducted to find out the students' speaking anxiety and the factors contribute to speaking anxiety of the tenth grade students at state senior high school 2 Pekanbaru. Based on the finding and discussion in the chapter IV, the researcher draws the conclusion as follows:

1. The result of this study revealed that the percentage students' anxiety in speaking activities at SMAN 2 Pekanbaru is 62%. Students' speaking anxiety in state senior high school 2 Pekanbaru categorized in high Anxiety.
2. The result of this study revealed that the highest percentage of factors contributing students' speaking anxiety at SMAN 2 Pekanbaru is 74% or in category high in indicator pedagogical practice and teachers themselves.

B. Suggestion

Based on the findings, the researcher proposed some suggestion as follows:

1. To students, they must increase their ability and confidence in themselves. Don't be afraid to speak in English even though there are still have many mistakes or laughs at by others. Always active in learning activities, and consulting to the teacher about what is not understood in learning or other things.

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2. To teacher, to reduce the anxiety faced by students, teachers should understand their students better and know what factors can cause their anxiety. In the distributed questionnaire, preparation received a lot of attention for the students. They will start to panic and worry if suddenly asked to speak, without prepare. So, the teacher can give students enough time to prepare before doing their speaking task. Students also dislike when they speak, the teacher immediately gives a correction, such as grammar or incorrect pronunciation. Maybe the teacher can take notes for their correction and deliver it when they have finished speaking. The students also like teacher that give more attention to them, give them appreciation, and also friendly and humble.
3. Some other strategies could be made by teacher such as praising them to encourage students to have positive self-perception toward their English speaking ability, to create a pleasant and conducive atmosphere for students, encourage them to participate actively in class discussion, and convince them to believe in their own ability.
4. To the institutions or schools, maximize learning and teaching facilities so that students and teachers are happy and easy in learning.
5. Finally, these research findings are also expected to inspire the other researchers to investigate the students' speaking anxiety and the factors contribute to speaking anxiety in order to give meaningful inputs for both practical and theoretical development of TEFL and TESOL in general.



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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 1

Syllabus of SMAN 2 Pekanbaru

UIN SUSKA RIAU



Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA

Kelas : X (Sepuluh)

Kompetensi Inti :

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI-4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Kata tanya <i>Who? Which? How? Dst.</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapinya, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya
<p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
<p>3.3 Menerapkan fungsi sosial, struktur</p>	<ul style="list-style-type: none"> • Fungsi Sosial 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)	Menyatakan rencana, menyarankan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI	tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosakata dan istilah terkait dengan	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i> , dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan
4.4 Teks deskriptif		
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana		



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>tempat wisata dan bangunan bersejarah terkenal</p> <ul style="list-style-type: none"> - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my,</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
<p>4.5 Teks pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,</p>		



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
secara benar dan sesuai konteks	<p><i>their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. - Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang	<ul style="list-style-type: none"> • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang 	<ul style="list-style-type: none"> - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar



2. Diarangi mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
benar dan sesuai konteks	termuat di KI	
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks
4.7 Teks recount – peristiwa bersejarah	<ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: 	<ul style="list-style-type: none"> - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah	<ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang 	<ul style="list-style-type: none"> - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya
4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya

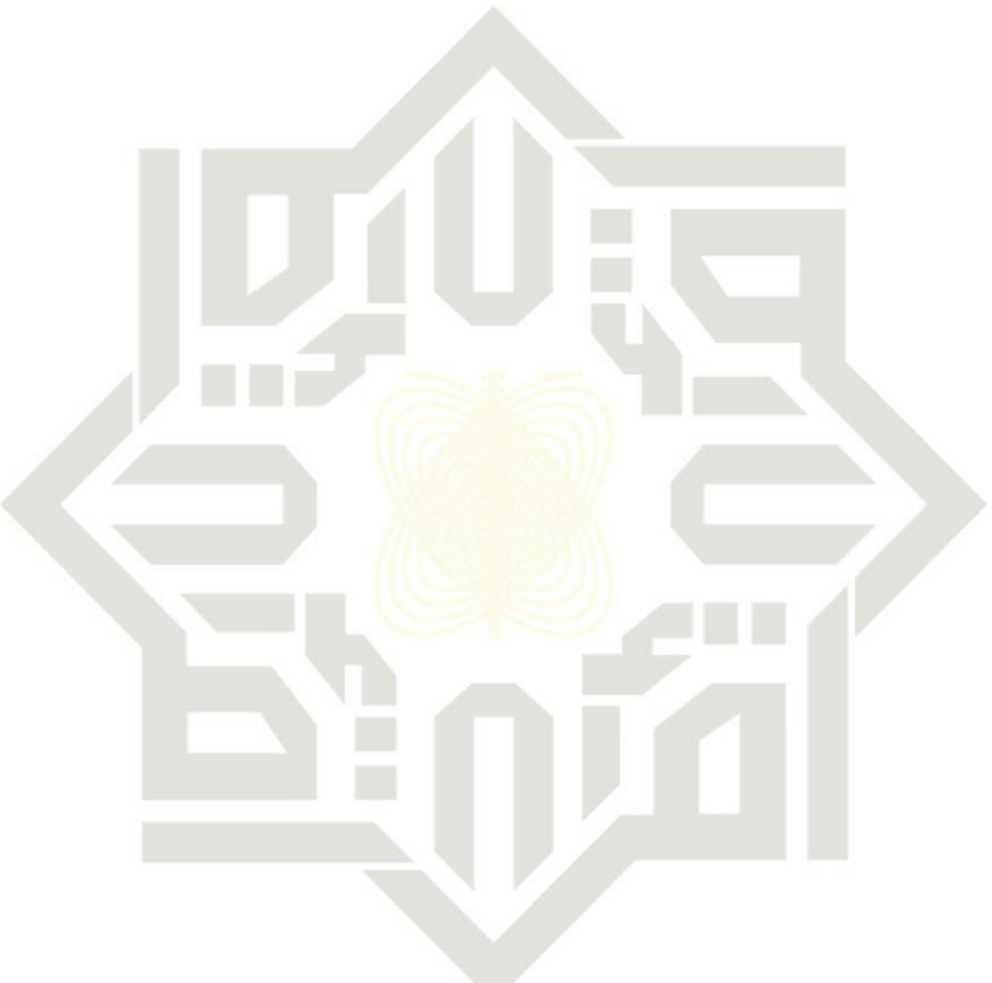
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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p>teladan</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	

- lindungi Undang-Undang
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



Appendix 2

Questionnaire

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Acc to be applied
24-19

SURVEY RESEARCH INSTRUMENTS

Identity of Respondents

1. Name :
2. No. Respondents : _____ (filled by researchers)
3. Gender :

RESEARCH QUESTIONS OF FEARS IN SPEAKING ENGLISH

INSTRUCTIONS

Based on your experience, give a check mark (✓) to the alternative value answers that best reflect your perception in each statement. This questionnaire was prepared using a Likert scale consisting of 5 options:

Strongly agree : 5
Agree : 4
Hesitate : 3
Disagree : 2
Strongly disagree : 1

INSTRUMEN

STUDENTS' SPEAKING ANXIETY IN LEARNING ENGLISH

Statements	1	2	3	4	5
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It bother me at all to take more foreign language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than I am.					
8. I am usually feel uncomfortable					

Tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengujiannya untuk keperluan penulisan, penitipan, penulisan karya ilmiah, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



during tests in my language class.

9. I start to panic when I have to speak without preparation in language class.

10. I worry about the consequences of failing my foreign language class.

11. I don't understand why some people get so upset over foreign language classes.

12. In language class, I can get so nervous I forget things I know.

13. It embarrasses me to volunteer answers in my language class.

14. I am nervous to speaking the foreign language with native speakers.

15. I get upset when I don't understand what the teacher is correcting

16. Even if I am well prepared for language class, I feel anxious about it.

17. I often feel like not going to my language class.

18. I feel unconfident when I speak in foreign language class.

19. I am afraid that my language teacher is ready to correct every mistake I make

20. I can feel my heart pounding when I'm going to be called on in language class.

21. The more I study for a language test, the more confused I get.

22. I feel pressure to prepare very well for language class.

23. I always feel that the other students speak the foreign language better than I do.

24. I feel very self-conscious about speaking the foreign language in front of other students.

25. Language class moves so

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quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel unsure and not relaxed.					
29. I get nervous when I don't understand every word the language teacher says					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel uncomfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

INSTRUMEN

FACTORS CONTRIBUTING STUDENTS' SPEAKING ANXIETY

Statements	1	2	3	4	5
1. I feel anxious when language teacher ask me to speak in front of class					
2. I feel afraid if language teacher directly give me correction when I speak					
3. I afraid I don't understand about the lesson because the language teacher give unclear explanation					
4. I am so afraid if I have test but the teacher never tell about it					

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- b. Pengujiannya tidak merugikan kepentingan yang wajar UIN Suska Riau.



1	I think English language is so difficult					
2	I think I should perfect while I speak					
3	I am afraid will not understand about study if the teacher give explanation full in English					
4	I worry to speak because my grammatical is not good					
5	I worry to speak because my pronunciation is not good					
6	I feel nervous and afraid if my language teacher looks not humble					
7	I think that the other students are better at speaking than I am					
8	I am afraid if my friend will laugh at me when I speak English					
9	I think I can't speak if I don't prepare for it before					
10	I feel so upset when ignore by language teacher					
11	I am confused to speak because I have lack of vocabularies					

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2. Dilarang menyalin, menjiplak, atau melakukan tindakan lain yang merugikan tanpa izin dari PUSKASRI.

- Pengutipan hanya untuk keperluan penelitian, pengajaran, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Hak Cipta Dilindungi Undang-Undang

7. Saya selalu berpikir bahwa siswa lain lebih baik dalam berbahasa asing daripada saya.

8. Saya biasanya merasa tidak nyaman selama tes di kelas bahasa saya.

9. Saya merasa panik ketika saya harus berbicara tanpa persiapan di kelas bahasa.

10. Saya khawatir tentang konsekuensi dari gagal kelas bahasa asing saya.

11. Saya tidak mengerti mengapa beberapa orang begitu kesal dalam kelas bahasa asing.

12. Di kelas bahasa, saya merasakan begitu gugup sehingga saya lupa hal-hal yang saya tahu.

13. Sangat memalukan bagi saya menjadi relawan untuk menjawab pertanyaan di kelas bahasa.

14. Saya akan merasa gugup berbicara bahasa asing dengan penutur asli.

15. Saya merasa kesal ketika tidak mengerti apa yang guru koreksi.

16. Bahkan walaupun saya siap untuk kelas bahasa saya tetap merasa cemas tentang hal itu.

17. Saya sering merasa seperti tidak akan mengikuti kelas bahasa.

18. Saya merasa tidak yakin ketika saya berbicara di kelas bahasa asing.

19. Saya takut bahwa guru bahasa siap untuk memperbaiki setiap kesalahan yang saya buat.

20. Saya merasa hati saya berdebar saat akan dipanggil di kelas bahasa.

21. Semakin saya belajar untuk tes bahasa, semakin bingung saya rasakan.

22. Saya merasakan tekanan untuk

State Islamic University of Sultan Syarif Kasim Riau

Wanah S. Sengul

Identitas Responden
1. Nama
2. No. Responden

KUESIONER PENELITIAN KETAKUTAN DALAM BERBICARA BAHASA INGGRIS

PETUNJUK PENGISIAN

Berdasarkan pengalaman anda, berilah tanda centang (✓) pada bobot nilai alternative jawaban yang paling merefleksikan anda pada setiap pernyataan. Kuesioner ini disusun dengan menggunakan skala likert terdiri dari 5 pernyataan positif dan pernyataan negatif.

Pernyataan positif:
Sangat setuju : 5
Setuju : 4
Ragu-ragu : 3
Tidak setuju : 2
Sangat tidak setuju : 1

INSTRUMEN

KECEMASAN SISWA BERBICARA DALAM BELAJAR BAHASA INGGRIS

Pernyataan	1	2	3	4	5
1. Saya tidak merasa cukup yakin pada diri sendiri ketika saya berbicara di kelas bahasa asing.			✓		
2. Saya khawatir untuk membuat kesalahan di kelas bahasa.				✓	
3. Saya gemetar ketika mengetahui bahwa akan dipanggil untuk berbicara di kelas bahasa			✓		
4. Saya merasa takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa asing.					✓
5. Saya merasa terganggu untuk mengambil lebih kelas bahasa asing.			✓		
6. Di dalam kelas bahasa, saya merasakan diri saya berpikir tentang				✓	

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Hak Cipta Dilindungi Undang-Undang	1	2	3	4	5
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:					
2. Saya merasa takut jika orang lain mengutip karya saya ketika berbicara					
3. Saya merasa takut jika orang lain mengutip karya saya ketika berbicara					
4. Saya sangat takut jika ada test tetapi guru tidak pernah memberi tahu tentang itu					
5. Saya pikir bahasa Inggris itu sangat sulit					
6. Saya pikir saya harus sempurna ketika berbicara					
7. Saya takut tidak paham jika guru memberikan penjelasan dengan berbahasa Inggris					
8. Saya khawatir untuk berbicara karena tata bahasa saya tidak baik					
9. Saya khawatir untuk berbicara karena pelajaran saya tidak bagus					
10. Saya merasa cemas dan takut jika guru bahasa Inggris saya terlihat tidak rendah hati					
11. Saya merasa siswa lain lebih baik dalam berbicara daripada saya					
12. Saya takut jika teman saya akan menertawakan ketika saya berbicara					
13. Saya pikir saya tidak bisa bicara jika saya tidak mempersiapkan untuk itu sebelumnya					
14. Saya merasa kesal jika diajarkan sama guru					
15. Saya bingung untuk berbicara karena saya memiliki kosakata yang sedikit					

State Islamic University of Sultanarif Kasim Riau	1	2	3	4	5
memersiapkan dengan baik untuk kelas bahasa.					
23. Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik					
24. Saya merasa sangat tidak nyaman ketika berbicara bahasa Inggris di depan siswa lain.					
25. kelas Bahasa bergerak begitu cepat saya khawatir akan tertinggal.					
26. Saya merasa lebih tegang dan gugup di kelas bahasa daripada di kelas yang lain.					
27. Saya gugup dan bingung ketika berbicara di kelas bahasa.					
28. Ketika saya sedang dalam perjalanan ke kelas bahasa, saya merasa sangat tidak yakin dan tidak santai.					
29. Saya gugup ketika saya tidak mengerti setiap kata yang guru bahasa katakan.					
30. Saya merasa kewalahan dengan jumlah aturan yang ada bahwa harus belajar untuk berbicara bahasa asing.					
31. Saya takut bahwa siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa asing.					
32. Saya merasa tidak nyaman di sekitar peratur asli bahasa asing.					
33. Saya gugup ketika guru bahasa menanyakan pertanyaan yang belum.					

INSTRUMEN
FAKTOR-FAKTOR YANG MEMPENGARUHI KECEMASAN SISWA DALAM BERBICARA

SS	1	2	3	4	5
1. Saya merasa cemas ketika guru meminta saya untuk berbicara					

Appendix 3

Documentation

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DOCUMENTATION

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umkan dan menyebutkan sumber:

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UIN SUSKA RIAU

Appendix 4

Data Recapitulation

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UIN SUSKA RIAU

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No.	RESPONDEN	STATEMENTS																								
		1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	Siswa 1	3	2	3	2	2	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2	Siswa 2	4	4	4	4	3	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	Siswa 3	3	2	3	2	4	4	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
4	Siswa 4	5	5	5	5	4	5	4	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	Siswa 5	2	3	1	3	2	1	2	2	4	2	4	4	3	3	2	2	3	3	3	3	3	3	3	3	3
6	Siswa 6	4	5	1	5	2	3	4	2	3	2	4	3	1	4	4	3	1	1	1	1	1	1	1	1	1
7	Siswa 7	5	3	4	5	5	5	5	4	5	1	4	4	4	5	2	4	5	1	5	5	5	5	5	5	5
8	Siswa 8	3	5	3	5	4	3	2	3	4	4	3	4	1	5	4	4	5	4	5	4	5	4	5	5	5
9	Siswa 9	4	4	2	4	3	4	5	2	4	5	5	5	1	5	4	3	2	5	4	4	3	4	4	5	2
10	Siswa 10	4	3	1	4	1	3	4	3	5	4	5	4	3	5	4	2	4	3	5	3	3	3	3	3	3
11	Siswa 11	3	4	3	3	2	4	2	3	4	2	2	2	1	3	4	2	1	3	5	2	2	2	2	2	2
12	Siswa 12	2	3	2	2	2	2	3	2	3	3	3	3	2	2	4	3	2	2	3	3	2	2	2	3	2
13	Siswa 13	5	3	5	4	4	5	5	4	5	2	3	2	4	4	5	3	3	4	2	3	3	3	1	3	3
14	Siswa 14	3	4	4	4	2	2	3	2	4	4	4	4	4	4	4	4	2	4	4	4	3	3	3	3	3
15	Siswa 15	3	5	5	3	1	1	2	1	5	5	5	5	2	1	5	5	1	3	2	5	1	1	2	4	4
16	Siswa 16	4	5	4	2	1	3	4	2	2	5	3	2	2	3	4	2	2	3	4	4	2	2	4	4	3
17	Siswa 17	3	4	3	4	5	1	4	1	4	3	1	1	2	4	4	5	4	5	5	1	5	4	1	3	3
18	Siswa 18	3	4	4	4	4	2	4	2	4	4	4	2	2	4	4	2	1	3	1	3	3	1	3	1	1
19	Siswa 19	4	2	5	5	1	4	4	2	4	4	2	4	4	2	5	4	5	4	5	4	5	2	2	4	2
20	Siswa 20	3	4	4	3	2	3	3	4	4	4	3	4	4	2	4	4	1	4	2	2	4	4	2	2	2
21	Siswa 21	2	2	2	2	2	1	1	2	3	4	5	1	1	4	3	1	1	2	1	1	2	1	3	1	1
22	Siswa 22	2	3	2	2	2	2	3	2	2	3	3	2	3	2	3	2	2	2	2	2	2	2	2	2	3
23	Siswa 23	5	3	3	4	3	5	5	4	5	5	5	4	3	5	3	4	4	4	5	4	4	3	4	5	3
24	Siswa 24	2	4	2	2	2	2	4	5	4	4	3	4	3	3	4	4	2	3	4	4	4	4	4	4	4
25	Siswa 25	3	4	4	4	1	2	2	2	4	3	2	3	2	4	2	1	2	4	3	4	4	2	4	3	2

[illegible]

- a. r. ringkasan nilai ya kepemerintahan perumukn, penerbitan, perumusan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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DATA PRESENTATION OF FACTORS CONTRIBUTING STUDENTS' SPEAKING ANXIETY

No.	Respondens	Number Item/Statements															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Siswa 1	1	1	2	2	3	2	1	2	3	2	3	2	3	5	1	33
2	Siswa 2	4	4	4	4	3	4	4	3	4	4	4	4	4	4	3	57
3	Siswa 3	2	4	2	2	2	2	2	2	2	2	2	2	3	2	2	33
4	Siswa 4	5	5	5	4	3	5	5	5	4	4	3	5	5	3	5	66
5	Siswa 5	2	2	3	4	2	3	3	2	3	4	3	2	4	4	3	44
6	Siswa 6	2	2	5	3	2	3	2	4	4	4	4	3	3	5	3	49
7	Siswa 7	5	1	5	4	4	5	3	5	5	4	4	3	5	5	5	63
8	Siswa 8	3	4	3	4	3	5	3	3	5	3	4	5	2	3	3	53
9	Siswa 9	2	4	3	3	4	4	4	4	2	2	4	1	2	4	2	45
10	Siswa 10	4	3	1	3	3	3	4	2	4	2	4	3	4	2	3	45
11	Siswa 11	2	3	4	4	2	5	4	3	3	3	2	2	3	4	4	48
12	Siswa 12	3	2	3	2	3	3	3	3	3	4	2	3	3	4	3	44
13	Siswa 13	3	1	3	4	5	4	5	3	3	2	5	1	1	1	4	45
14	Siswa 14	3	4	4	4	1	3	3	3	3	4	3	4	4	3	3	49
15	Siswa 15	4	2	4	4	4	5	3	4	4	4	4	5	4	5	4	60
16	Siswa 16	4	2	4	4	4	2	4	4	4	4	4	4	4	4	4	56
17	Siswa 17	4	4	4	4	5	2	2	3	3	4	3	3	2	2	4	49
18	Siswa 18	1	3	1	3	3	4	3	1	1	3	3	3	3	3	3	38
19	Siswa 19	3	4	2	5	2	5	5	5	4	4	4	2	5	5	2	57
20	Siswa 20	4	4	4	4	4	4	4	2	2	2	2	2	4	4	4	50
21	Siswa 21	2	2	4	5	1	5	2	2	4	5	1	2	1	5	3	44
22	Siswa 22	3	2	3	4	1	4	2	2	2	3	3	2	2	5	2	40
23	Siswa 23	4	3	4	5	4	3	4	5	3	4	5	3	4	3	5	59
24	Siswa 24	4	4	4	4	3	2	4	1	4	5	5	5	5	5	3	58
25	Siswa 25	2	4	4	4	2	4	4	3	3	4	2	1	3	3	3	46
26	Siswa 26	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	44
27	Siswa 27	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	30
28	Siswa 28	5	5	2	5	2	5	5	5	5	2	2	5	4	5	1	58
29	Siswa 29	2	3	4	4	2	4	4	3	3	4	3	2	3	3	3	47
30	Siswa 30	4	2	4	4	2	2	4	4	2	4	4	3	4	4	2	49

- a. Pengumpulan hanya untuk kepentingan penelitian, penulisan, penyusunan karya ilmiah, penyusunan laporan, penulisan buku atau uraian suatu masalah.
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Appendix 5

Research Recommendation Letters

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 23 Agustus 2019

Ur. 04/F.114/PP.00.9/12722/2019

Bisa

Pembimbing Skripsi (Perpanjangan)

Kepada

Yth. Drs. H. Sutarmo, M.Ag.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MAYSARI

NIM : 11513203739

Jurusan : Pendidikan Bahasa Inggris

Judul : A Study of Students' Speaking Anxiety in Learning English at State Senior High School 2 Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara chaturkan terima kasih.

Wassalam
an. Dekan

Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag

NIP. 19660924 199503 1 002

Fakultas Tarbiyah dan Keguruan UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Un.04/F.II.4/PP.00.9/12722/2019

Pekanbaru, 23 Agustus 2019

Pembimbing Skripsi (Perpanjangan)

Kepada
Yth. Kurnia Budianti, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MAYSARI

NIM : 11513203739

Jurusan : Pendidikan Bahasa Inggris


Judul : A Study of Students' Speaking Anxiety in Learning English at State Senior High School 2 Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan

Wakil Dekan I


Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

usan :

Fakultas Tarbiyah dan Keguruan UIN Suska Riau

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- d. Pengujiannya hanya untuk keperluan penulisan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.



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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

Penyakit yang dibimbing :
Nama Pembimbing :
Nomor Induk Pegawai (NIP) :
Nama Mahasiswa : Maysari
Nomor Induk Mahasiswa : 11513203739
Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	25/3 2019	finding theories		
	1/4 2019	Discuss points in chapter 2		
	15/4 2019	Revice Research Problem		
	22/4 2019	Writing Problem		
	29/4 2019	Writing problem and additional content.		
	6/5 2019	Blue print, Indicator and instrument.		
	13/5 2019	Acc		

Pekanbaru, 13 Mei 2019
Pembimbing,

Drs. H. Sutarmo, M.A.
NIP.

- a. Penelitian hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Penelitian tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

yang dibimbing :
Seminar usul Penelitian :
Penulisan Laporan Penelitian :
Pembimbing :
Nomor Induk Pegawai (NIP) :
Nama Mahasiswa : MAYSARI
Nomor Induk Mahasiswa : 11513203739
Kegiatan :

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
7/5 2019	Writing and Grammatical Problem	Ywae	
14/5 2019	Writing Problem	Ywae	
17/5 2019	ACC	Ywae	

Pekanbaru, 17 Mei 2019
Pembimbing,

Ywae
Kurnia Budiyanti, M.Pd
NIP.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA
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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

yang dibimbing
Penelitian
Penelitian
Pembimbing
Nomor Induk Pegawai (NIP)
Mahasiswa
Mahasiswa
Mahasiswa
Mahasiswa

MAYSALI

115132037309

Bimbingan skripsi

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
26 Agustus 2019	Skripsi Bab 1-5, additional data Rekap Revisi, Grammatical error, Capital letter		
27 Agustus 2019	Revisi data recapitulation		
4 September 2019	Abstract		
6 September 2019	Abstract		
6 September 2019	Acc		

Pekanbaru, 7 September 2019
Pembimbing,

Drs. H. Sufarinto, M.A.
NIP.

UIN SUSKA RIAU

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

Revisi yang dibimbing :
Seminar usul Penelitian :
Penulisan Laporan Penelitian :
Nama Pembimbing :
Nomor Induk Pegawai (NIP) :
Nama Mahasiswa : MAYSARI
Nomor Induk Mahasiswa : 11513203739
Kegiatan : Bimbingan Skripsi

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
30 Agustus 2019	Konsultasi penulisan skripsi, pengecekan skripsi	Ywaei	
30 September 2019	Revisi penulisan, Grammat ical errors	Ywaei	
26 September 2019	Revisi penulisan, table dan daftar isi	Ywaei	
30 September 2019	Acc	Ywaei	

Pekanbaru, 30 September 2019
Pembimbing,

Ywaei
Kurnia Budiyanth, M. Pd
NIP.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

KEMENTERIAN AGAMA
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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : MAYSARI
Nomor Induk Mahasiswa : 11513203739
Hari/Tanggal Ujian : Senin/27 Mei 2019
Judul Proposal Ujian : A Study of Students' Speaking Anxiety in Learning English
at State Senior High School 2 Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
Rizki Fifrinita, M.Pd	PENGUJI I		
Zelly Putriani, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Dr. Alimuddin, M.Ag
NIM.196609241995031002

Pekanbaru, 26 Juni 2019
Peserta Ujian Proposal

Maysari
NIM.11513203739

- a. Pengujiannya hanya untuk keperluan penunjang, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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State Islamic University of Sultan Syarif Kasim Riau



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Alamat: Jl. H. R. Soebrandt Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

MAYSARI

11513203739

Senin / 27 Mei 2019

A Study of Students' Speaking Anxiety in Learning English
at State Senior High School 2 Pekanbaru

URAIAN PERBAIKAN

formulation of the Problem.

P. 36 → See: Also in your theory

Indicators

Improve your Writing technique! see examiner's II note.

Penguji I

Pengji, M.Pd.

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

Pekanbaru, 27 Mei 2019

Penguji II

Zelly Fitriani, M.Pd.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Un 04/F.II.4/PP.00.9/8184/2019

Pekanbaru, 20 Mei 2019

Biasa

Mohon Izin Melakukan PraRiset

Kepada
Yth Kepala Sekolah
SMAN 2 Pekanbaru
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: MAYSARI
NIM	: 11513203739
Semester/Tahun	: VIII (Delapan)/ 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan

Wakil Dekan III



Dr. Drs. Nursalim, M.Pd
19660410 199303 1 005

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- d. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

gi Undang-Undang

State Islamic University of Sultan Syarif Kasim Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 PEKANBARU
AKREDITASI A



NPSN 10404013 NSS 31.1.09.60.07.002

USKIN INDAH No. 4 Telp. (0761) 23471, Kode Pos 28292, Email : smandapku@gmail.com

421.3/SMAN.2/PL/2019/713
Izin Melaksanakan PraRiset

Pekanbaru, 24 Juli 2019


Yth.
Pentia Agama
Universitas Islam Negeri Sultan Syarif Kasim Riau
Kampus Tambiyah dan Keguruan
Pekanbaru

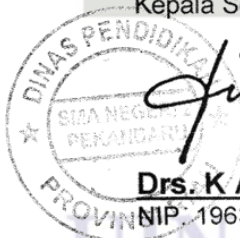
Yang terhormat,
Sebagai balas maksud surat Saudara Nomor : Un.04/F.II.4/PP.00.9/8184/2019
tanggal 24 Juli 2019, maka dengan ini kami menyatakan Bersedia Untuk memberikan izin
melaksanakan PraRiset Mahasiswa tersebut dibawah ini :

Nama Mahasiswa	NIM	Program Studi	Ket
MAYSARI	11513203739	Pendidikan Bahasa Inggris	

Demikian untuk dimaklumi.

Kepala Sekolah,


Drs. KASIM
NIP. 19631231.199003.1.091

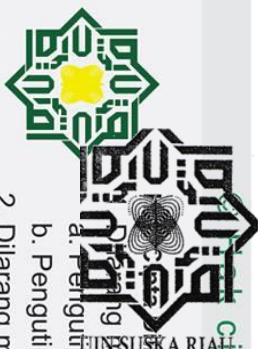


Hak Cipta Dilindungi Undang-Undang

© Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

- a. Pengujiannya hanya untuk keperluan penulisan, penelitian, penulisan karya ilmiah, penulisan laporan, penulisan kritik atau uraian suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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Un. 04/F.II/PP.00.9/11330/2019

Pekanbaru, 26 Juli 2019 M

Biasa
1 (Satu) Proposal
Mohon Izin Melakukan Riset

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: MA.YSARI
NIM	: 11513203739
Semester/Tahun	: VIII (Delapan)/ 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A Study of Students' Speaking Anxiety in Learning English at State Senior High School 2 Pekanbaru

Lokasi Penelitian : SMA Negeri 2 Pekanbaru

Waktu Penelitian : 3 Bulan (26 Juli 2019 s.d 26 Oktober 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 19740704 199803 1 001

busan :
tor UIN Suska Riau

UIN SUSKA RIAU

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- d. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

Undang-Undang

UIN SUSKA RIAU

State Islamic University of Sultan Syarif Kasim Riau



PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/24889
TENTANG



182010

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : n. 04/F- II/PP.009/11330/2019 Tanggal 26 Juli 2019, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : MAYSARI |
| 2. NIM / KTP | : 115132037390 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : A Study of Students' Speaking Anxiety in Learning English at State Senior High School 2 Pekanbaru |
| 7. Lokasi Penelitian | : SMAN 2 PEKANBARU |

dengan ketentuan sebagai berikut:

tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 31 Juli 2019



Ditandatangani Secara Elektronik Oleh:
KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Penyampaian :

Disampaikan Kepada Yth :

Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
Kepala Dinas Pendidikan Provinsi Riau
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
Yang Bersangkutan

- a. Pengutipan sebagian atau seluruh karya tulis ini tanpa mengutip sumber.
- b. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 02 AUG 2019

Kepada
Yth. Kepala SMAN 2 Pekanbaru

: 800/Disdik/1.3/2019/9529
: Biasa
: Izin Riset / Penelitian

di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/24889 Tanggal 31 Juli 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : MAYSARI
NIM : 115132037390
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : A STUDY OF STUDENTS' SPEAKING ANXIETY IN LEARNING ENGLISH AT STATE SENIOR HIGH SCHOOL 2 PEKANBARU
Lokasi Penelitian : SMA NEGERI 2 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.

Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



ARTYU SUHENDRA, SE

Rembana
NIP. 19711209 200012 1 006

busan:
an Fakultas Tarbiyah dan Keguruan UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 PEKANBARU
AKREDITASI A

10404013 NSS 31.1.09.60.07.002
Telp. (0761) 23471, Kode Pos 28292, Email : smandapku@gmail.com

SURAT KETERANGAN

Nomor : 421.3/SMAN.2/PL/2019/793

Surat keterangan dibawah ini Kepala SMA Negeri 2 Pekanbaru, dengan ini
mengatakan bahwa :

: **MAYSARI**

: 115132037390

: Pendidikan Bahasa Inggris

: Fakultas Tarbiyah dan Keguruan UIN Suska Riau

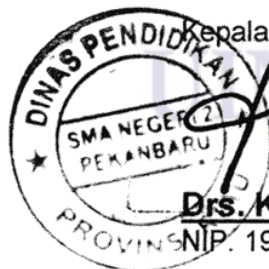
melakukan Riset / Penelitian di SMA Negeri 2 Pekanbaru pada tanggal
15 Agustus 2019 s.d 20 Agustus 2019, dan hasil dari Riset / Penelitian tersebut akan
digunakan sebagai Bahan Pembuatan Skripsi / Tesis dengan judul ;

**"STUDY OF STUDENTS' SPEAKING ANXIETY IN LEARNING ENGLISH
AT STATE SENIOR HIGH SCHOOL 2 PEKANBARU"**

Surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Pekanbaru, 20 Agustus 2019

Kepala Sekolah,



Drs. KASIM

NIP. 19631231.199003.1.091



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Hak Cipta Dilindungi Undang-Undang



BIOGRAPHY

MAYSARI is the last daughter of Mr. zulkarnain and Mrs. Masniah. She was born in Sungai Guntung, January 7th, 1997. She lives at Batang Tuaka Street, Kelapa Alley no. 102, Tembilahan Kota, Indragiri Hilir. Her sister is a woman named Nur Kumalasari, a graduate in pharmacy from Stifarm Padang. Her father worked as a farmer and his mother as a housewife. Both parents aspire to send their children to a minimum degree. In 2009, she graduated from SDN 013 Penjuru, Kateman Sub-district, Indragiri Hilir District. In 2012, she finished her study at MTS Darul Hidayah Penjuru, Kateman Sub-district, Indragiri Hilir District and continued to MAN 1 Pekanbaru. She graduated from MAN 1 Pekanbaru in 2015.

In 2015, she was accepted to become one of students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. She is a member of the scout movement. She has been active in organizations since MTs. She often participates in camping activities from the sub-district level to the national level, such as the Jamboree National in South Sumatra in 2011 as a participant, the Jamboree National in Cibubur in 2016 as an assistant coach, the Raimuna National in Cibubur in 2017 as a participant, campsite for religious higher education (PWPTK) in 2018 at UIN SUSKA RIAU as the committee. She was also elected as a member of the branch work council (DKC) for the 2010-2015 term, and was re-elected as vice chairman of the branch work council during the 2015-2020 term. On July 2018, she did KKN (Kuliah Kerja Nyata) one of the community service programs in Sungai Aebang Village, Rumbai Pesisir Sub-District, Pekanbaru City. The she did teaching practice program (PPL) at SMAN 4 Pekanbaru on September 2018.

In her life, her parents were the biggest motivations for her. Words that she always remembers until now are "dek, study hard, and be a successful person. Just us who are not educated, you have to be at least a bachelor. Enough fathers who work had slam the bone, heat the heat". Those words always strengthen her. She loved her parents and also her sister. She aspires to go on Hajj and Umrah together. They are the motivation that made her able to be like this now, graduating and becoming a graduate.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a Riau

State Islamic University of Sultan Syarif Kasim

UIN SUSKA RIAU